



School District #27 (Cariboo-Chilcofin)
ENHANCEMENT AGREEMENT



December 13, 2006

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Stanley Daniels	First Nations Role Model
Tammy Haller	Stone Band
Teresa Johnny	Toosey Band
Trina Setah	Soda Creek Band
Vera Camille	Canoe Creek Band
Warren Nyack	District Parents' Advisory Council
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Wayne Rodier	Trustee
Wilfred Robbins	Esketemc
William Van Osch	Trustee
Jackie Clement	Trustee
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Edith Wycotte	Williams Lake Indian Band
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Denise Sellars	Williams Lake Indian Band



**CARIBOO-CHILCOTIN
SCHOOL DISTRICT No. 27**

**FIRST NATIONS EDUCATION
ENHANCEMENT AGREEMENT**

Preamble

School District No. 27 is working together in an open and honest relationship with First Nations to improve and enhance the education of all First Nations students.

¹The First Nations Education Council (FNEC) was established to advise the District on all First Nations issues. This Council includes representatives of the following:

- Northern Secwepemc Bands (Shuswap)
 - Esketemc (Alkali Lake Band)
 - Stswecem'c/Xgat'tem (Canoe Creek/Dog Creek Band)
 - Tsq'escen' (Canim Lake Band)
 - Xats'ull (Soda Creek Band)
 - T'exelc (Williams Lake Indian Band)
- Tsilhqot'in Bands (Chilcotin)
 - Tl'esqox (Toosey Band)
 - Tl'etinqox (Anaham Band)
 - Yunesit'in (Stone Band)
 - Tsi Del Del (Alexis Creek Indian Band)
 - Xení Gwet'in First Nations Government (Nemiah Band)
- Southern Carrier Band
 - Ulkatchot'en (Ulkatcho Band) (which consists of Carrier and Chilcotin people)

- Cariboo-Chilcotin Metis Association
- Board of School Trustees
- District-Based Administration
- Cariboo-Chilcotin Principals’ and Vice-Principals’ Association
- Cariboo-Chilcotin Teachers’ Association
- International Union of Operating Engineers, Local 959

This First Nations Education Enhancement Agreement has been developed by means of extensive, open and honest collaboration among the members of the FNEC and other educators, parents, students, communities, Cariboo Friendship Society and off-reserve First Nations representatives who:



Work together with a vision to improve educational success and equity for all First Nations students.



Acknowledge and honor the special relationship that exists with the First Nations.



Recognize and honor the historical and critical importance First Nations place on the preservation of their history, language and culture.

Purposes

The purposes of the First Nations Education Enhancement Agreement are:



To commit to create a climate that is culturally sensitive, welcoming and supportive of First Nations at all School District worksites.



To ensure First Nations students achieve academic and social success.

¹ First Nations communities gave Cariboo-Chilcotin School District No. 27 direction to use the term “First Nations” to refer to on/off reserve First Nations, Metis and Inuit people.



To honor and actively support the revitalization of the histories, cultures, governance and languages of the First Nations.

Principles

In the performance areas selected for enhancement there is assurance that the evidence can be:



Collected using comprehensive, culturally appropriate learning outcomes based assessment tools;



Tracked over time;



Used effectively to implement interventions; and



Monitored to improve the culture of the school system for First Nations students and parents.

In setting targets for First Nations students it is understood the ultimate goal is that each student will achieve to his/her potential. Targets have been set for our goals to measure the effectiveness of the strategies to improve student success.



Goal #1: To increase First Nations students' sense of belonging at school.



Goal #2: To increase academic success of all First Nation students.



Goal #3: To increase the respect and understanding of history, culture, governance and languages of the First Nation for all students in order to create a better sense of school and community belonging.

Targets will be reviewed continuously and revised annually by means of on-going dialogue.

Working In Good Faith

Cariboo-Chilcotin School District No. 27 resides in the ²unsurrendered traditional territories of the Northern Secwepemc, Tsilhqot'in and Ulkatchot'en Nations. Nothing in this Agreement shall be construed so as to abrogate or derogate from the protection of any existing or future Aboriginal or treaty rights, including aboriginal title of the ³First Nation.

A tangible measure of good faith is respectfully acknowledged in the following motion made at the October 27, 2005 public Cariboo-Chilcotin School District No. 27 Board meeting:

No. 162-05 D. Ostrander/P. Gabel
THAT School District 27 actively recruits more First Nations teachers.
CARRIED

² Unsurrendered Traditional Territories – The territory that the First Nations Bands have stated to be their traditional territory that has never been ceded, sold or surrendered.

³ Northern Secwepemc Bands (Shuswap)

- Esketemc (Alkali Lake Band)
- Stswecem'c/Xgat'tem (Canoe Creek/Dog Creek Band)
- Tsq'escen' (Canim Lake Band)
- T'exelc (Williams Lake Indian Band)
- Xats'ull (Soda Creek Band)

Tsilhqot'in Bands (Chilcotin)

- Tl'esqox (Toosey Band)
- Tl'etinqox (Anaham Band)
- Yunesit'in (Stone Band)
- Tsi Del Del (Alexis Creek Indian Band)
- Xenigwet'in First Nations Government (Nemiah Band)

Southern Carrier Band

- Ulkatchot'en (Ulkatcho Band) (which consists of Carrier and Chilcotin people)

Goal #1: To increase First Nations students’ sense of belonging at school.

In order to achieve this goal the partners in this agreement commit to:

1. Increase the number of First Nations students who will serve as First Nations role models
2. Promote programs and activities which enhance First Nations self worth and acknowledgement
3. Support First Nations students, families and staff to address anti-racism/bullying and other culturally sensitive issues
4. Support First Nations parents/guardians’ voice through participation and involvement in Parent Advisory Councils and School Planning Councils
5. Improve communication between School District No. 27 schools, parents and First Nations communities
6. Support First Nations students’ voice through involvement and dedicated space on Students’ Council and School Planning Councils
7. Provide a suitable meeting place for First Nations staff, students and parents to interact
8. Plan to meet with First Nations communities at school or in communities to build communication, trust and cooperative work
9. Increase the number of First Nations students participating in trades and apprenticeship programs

The following indicators will help to determine the extent to which we are meeting this goal:

Indicators	Monitoring Progress and Results	First Year Targets
First Nations students sense of belonging at school	School District Satisfaction Surveys Locally developed First Nations surveys (specific to strategies) School and classroom attendance records participation in more academic and other school activities.	Every student feels that they belong
First Nations students will feel supported in a culturally appropriate manner that would include anti-racism/bullying programs	School District Satisfaction Surveys	10% increase of students feeling supported (See Appendix A)
First Nations students’ school attendance will improve	Track through BCeSIS	Student attendance will increase by 5% (See Appendix A)
First Nations student suspensions will decrease	School District school suspension statistics	Student suspension rates will decrease by 5% (See Appendix A)
First Nations student participation in extra-curricular activities will increase.	Baseline data will be determined in the first year	Target will be set in the second year of Enhancement Agreement
First Nations students will be involved in School Planning Councils, District Education Committee, First Nations Education Council, and School Student Councils	Baseline data will be determined in the first year	Target will be set in the second year of Enhancement Agreement
Participation in class will increase	Baseline data will be determined in the first year Parent surveys	Target will be set in the second year of Enhancement Agreement

First Nations student participation in First Nations Role Model program will increase.	Track from First Nations Department when the program began	Target to be determined
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To support this goal we will also track and monitor the following:

Additional Evidence	Monitoring Progress and Results	Annual Targets
First Nations parents will feel more comfortable and welcome to visit the school and actively participate in the Parents' Advisory Council and School Planning Council as well as other school functions.	Parent surveys	Target will be set in second year of Enhancement Agreement
Increase available culturally appropriate space for First Nations staff to communicate with students and parents	First Nations staff, parents, school surveys	Target will be set in second year of Enhancement Agreement
Number of First Nations students enrolled in dual credit career and apprenticeship programs will increase.	Enrollment data Number of students attempting to meet entry level requirements	Target will be set in the second year. Annual survey of what programs students would want to take. (See Page 12)
Number of students successfully completing dual credit career and apprenticeship programs will increase	Track through BCeSIS	Annual survey of what programs students would want to take.

***See Appendix A**

Goal #2: To increase the quality of academic success of all First Nations students.

In order to achieve this goal the partners in this agreement commit to:

1. Offering full-day Kindergarten to First Nations students
2. Supporting and working in partnership with First Nations people on pre-school readiness programs and early childhood development
3. Ensuring English as a Second Dialect program will be provided for First Nations students who qualify
4. Having culturally appropriate district assessments for First Nations Learners
5. Supporting appropriate course selection procedures through the guidance of school counselors with input from First Nations parents and/or designate and the school First Nations support workers
6. Increasing the number of First Nations students who will serve as First Nations role models
7. Increasing First Nations curriculum content in all school subject areas ie: *Shared Learning*
8. Ensuring First Nations students with learning challenges receive necessary culturally appropriate support
9. Actively recruiting professional First Nations teachers, counselors, and administrators
10. Increasing the number of First Nations students participating in trades and apprenticeship programs.
11. Formulating policy to monitor parent involvement in secondary student course selections

The following indicators will help to determine the extent to which we are meeting this goal:

Indicators	Monitoring Progress and Results	First Year Targets
Increase participation rates of First Nations students/ families in Pre-school readiness and early childhood development programs	Keeping data on any Pre-school Program Improving classroom teacher/student ratios to be considered in Primary classes with a minimum of 20% First Nations students	Increase participation rates
First Nations students will become more fluent in reading and writing and more capable in math skills at the intermediate grades	District and School Assessments Foundation Skills Assessment Results	Students in grades 4 and 7 will achieve 5% increases in reading, writing and math assessments at the school level
Improve classroom achievement of First Nations students in secondary courses	Report card grades in secondary language arts and math will improve First Nations parents and student satisfaction surveys	Improve achievement by First Nations students in secondary language arts and math courses to be equal to that of non-First Nations students within the next 5 years. Improve course selection and programming which affects graduation.
Transition rates for First Nations students will improve	Ministry data for transition rates for First Nations students	Improve transition rates for grades 8, 9, 10 and 11 respectively by 5% for the next year
Increase the number of First Nations students participating in provincial exams Increase the success rates of First Nations students participating in provincial exams	Ministry provincial exam data	Improve the participation of First Nations students in provincially examinable courses with the exception of Communications 12 by 5% for the coming school year
Increase the number of First Nations students completing Grade 12 English	Ministry provincial exam data and secondary classroom data	Annual target will be set in the second year of Enhancement Agreement

Increase the number of First Nations students graduating with Dogwood certificates	Ministry provincial Dogwood completion data First Nations and District gather data on the number of students needing to upgrade before they can enroll in college and university programs	Improve Six Year Dogwood Completion Rates by 5% for the coming school year
Increase the number of First Nations students graduating with core pre-requisites for post-secondary education	Baseline data will be determined in the first year	Annual target will be set in the second year of Enhancement Agreement
Increase the number of First Nations students applying for scholarships and bursaries.	Baseline data will be determined in the first year	Annual target will be set in the second year of Enhancement Agreement
Improve the understanding of the academic language used in the classroom and use of appropriate academic language in course work	Number and academic success of First Nations students completing English as a Second Dialect program Baseline data will be determined in first year	Annual target will be set in the second year of Enhancement Agreement

To support this goal we will track:

Additional Evidence	Monitor Progress and Results	Annual Targets
Course selection procedure Annual survey	Rural schools will notify parents in the community when secondary counselors are programming in their respective schools. Encourage parents to be present when their child is scheduling their courses and continue to monitor throughout the school year.	Review process annually
Survey students to determine what courses they want to see offered.	Annual survey	Review annually
Decreasing classroom student / teacher ratio to be considered in Primary classes with a minimum of 20% First Nations students.	Track through BCeSIS	Review annually

***See Appendix B**

Goal #3: To increase the respect and understanding of history, culture, governance and languages of the First Nations for all students in order to create a better sense of school and community belonging.

In order to achieve this goal the partners in this agreement commit to:

1. Providing educators with culturally appropriate and culturally relevant curriculum and resources that reflect and include the history and culture of First Nations people
2. Increasing the culturally appropriate content of school curricula
3. Evaluating strategies reflective of different learning styles and learning outcomes
4. Providing suitable classroom space for First Nations language and culture programs
5. Promoting and offering best practices in-service for School District staff and parents with respect to the history, culture, governance, and languages of First Nations people.
6. Seeking First Nations professional teachers for the classrooms
7. Seeking more First Nations Language teachers who are professionally trained
8. Encouraging fluent First Nations language speakers to pursue post-secondary education programs
9. Enhancing opportunities for all educators to meet to articulate First Nations curriculum and programs
10. Increasing the number of First Nations students who will serve as First Nations role models

The following indicators will help to determine the extent to which we are meeting this goal:

Indicators	Monitoring Progress and Results	First Year Targets
Increase the number of students participating in locally developed language courses	Track through BCeSIS (District data) Baseline data will be determined in the first year	Annual target will be set in the second year of Enhancement Agreement
Increase language fluency so First Nations students develop pride to speak their First Nations languages anywhere	Baseline data will be determined in the first year	Annual target will be set in the second year of Enhancement Agreement
Increase the number of students completing credited courses in culturally appropriate First Nations programs.	Track both Non First Nation and First Nations students taking courses (District Data) Baseline data will be determined in the first year	Annual target will be set in the second year of Enhancement Agreement

To support this goal, we will also track/monitor the following:

Additional Evidence	Monitoring Progress and Results	First Year Annual Targets
Increase knowledge and awareness of different learning styles and learning outcomes using <i>Shared Learning</i>	Surveys indicating the use of <i>Shared Learning</i>	Annual target will be set after the in-service of <i>Shared Learning</i>
Increase the number of qualified First Nations educators for the classroom and school administration	Human Resources report indicating the number of qualified First Nations educators	Annual target will be set in the second year of Enhancement Agreement

Increase the number of qualified educators to teach First Nations language programs	Human Resources report	Annual target will be set in the second year of Enhancement Agreement
Increase the number of First Nations Language speakers pursuing Post Secondary Education	Survey the First Nations Bands and list of a topic of discussion for the First Nations Education Council	Annual target will be set in the second year of Enhancement Agreement

*** See Appendix C**

Implementation

The Enhancement Agreement will be implemented effective December 13, 2006. Procedures will be developed to gather school-based data in order to monitor progress over time. The goals of this Agreement will be integrated into the School District No. 27 (Cariboo-Chilcotin) Student Achievement (Accountability Contract) as well as into each school's Annual Growth Plan.

Performance Evaluation and Agreement Review

The First Nations Education Council of School District No. 27 will meet to evaluate District performance data and to review this agreement in the fall of each year. An annual report will be prepared collaboratively with all partners when all data is collected. The annual reports, with recommendations, will be shared with First Nations and Educational partners and the Ministry of Education.

Progress on the goals in Appendices A, B and C will be reviewed by all partners annually in order to renew our commitment to and celebrate the progress of our goals. Once the review is completed by the School District and representatives from the First Nations communities, targets, strategies and structures may be revised to ensure that goals are being met, that they remain reasonable, attainable and represent meaningful progress towards meeting the goals of Enhancement Agreement.

Memorandum of Agreement

The First Nations Enhancement Agreement has been developed to improve the success of all First Nations students who are served by School District #27.

This Enhancement Agreement is a fully inclusive process which acknowledges and is respectful of the traditional unsundered territories of the Northern Secwepemc, Tsilhqot'in and Southern Carrier nations.

School District #27 is responsible for providing educational services to all First Nations students enrolled in the district, which includes First Nations students living On / Off Reserve, Metis and Inuit. In signing this Agreement all parties acknowledge the directions that the district will need to pursue as it continues to work with the First Nations communities to meet the needs of all First Nations students.

This Enhancement Agreement will provide direction to School District No. 27 for the period December 13, 2006 to June 30, 2011.

APPENDICES

The Appendices may be reviewed and
changed annually as needed

Appendix A

Goal #1: To increase First Nations students’ sense of belonging at school.

- BCeSIS** – BC Enterprise Student Information System
- CCPVPA** – Cariboo-Chilcotin Principals’ & Vice-Principals’ Association
- CCTA** – Cariboo-Chilcotin Teachers’ Association
- CP** – Career Prep Coordinator
- DPAC** – District Parent Advisory Council
- DS** – District Staff
- FNC** – First Nations Community
- FND** – First Nations Department
- FNEC** – First Nations Education Council
- FNLT** – First Nations Language Teacher
- FNS** – First Nations Staff
- IUOE** – International Union of Operating Engineers
- MED** – Ministry of Education
- PAC** – Parents’ Advisory Council
- SBT** – School-Based Team
- SC** – School Counsellor
- SLT** – Strategic Leadership Team
- SOS** – Superintendent of Schools
- SP** – School Principal
- SPC** – School Planning Council
- SRDP** – Social Responsibility District Principal

Commitments	Strategy & Structure (how and who)	Progress and Results
1. Increase the number of First Nations students who will serve as First Nations role models	<p>The District will continue the celebration and feast for the First Nations student role models (FND)</p> <p>Identify First Nations student role models (All partner groups)</p> <p>Enhance opportunities for First Nations students to be role models</p>	
2. Promote programs and activities which enhance First Nations’ self worth and acknowledgement	<p>Schools will form teams to plan and act collaboratively to foster student success (SLT)</p> <p>Continue English as a Second Dialect Assessment (SRDP)</p> <p>The School District will monitor the transition of students from resource programs to regular programs (SLT)</p> <p>Review class size and composition to ensure student needs are met (SLT)</p> <p>Hire tutoring personnel who are culturally sensitive to the needs of First Nations students (SLT) (also refers to commitment 3)</p> <p>The District and/or Ministry of Education will provide professional development for staff using <i>Shared Learning</i> resources and local First Nations resources and new curriculum material with First Nations content such as the new Science material being developed (SLT)</p> <p>The District and communities will work together through Post-Secondary Education and Weekend University to train First Nations personnel to work in Special Education Programs to assist the First Nations students (SLT, FND & FNEC) (also refers to commitment 8)</p> <p>Assessment criteria must be carefully explained to students</p>	Student attendance by 5%

	<p>and parents (SLT)</p> <p>Provide assessment writing strategies to enhance comfort levels with respect to how students are being assessed (SLT)</p> <p>Expand First Nations Tutor Program (SLT)</p> <p>Circle of Courage (also refers to commitment 3) (SLT)</p>	
3. Support First Nations students, families and staff to address anti-racism/bullying and other culturally sensitive issues	Implement and expand Positive Behaviour Support and related programs district wide (SLT & FNC)	
4. Support First Nations parents/guardians' voice through participation and involvement in Parent Advisory Councils and School Planning Councils	<p>Encourage First Nations parents to actively participate in Parents' Advisory Council, District Parent Advisory Council and Planning Council meetings and where appropriate hold meetings in First Nations communities (also refers to commitments 5, 6, 8) (FNC, SP, FNS, SLT, FND, DPAC, SPC, PAC)</p> <p>The Ministry of Education will support the School District to be more inclusive of First Nations parents in School Planning Councils and Parents' Advisory Councils (FNEC, SLT, SPC, PAC) (also refers to commitments 5, 6, 8)</p>	
5. Improve communication between School District No. 27 schools, parents and First Nations communities	School District will expand community meetings. (SLT)	
6. Support First Nations student voice through involvement and dedicated space on Students' Council and School Planning Councils	Encourage schools to cultivate First Nations student leadership opportunities	
7. Provide suitable meeting place for First Nations staff, students and parents to interact	<p>The School District will provide suitable space for language and culture programs and student support purposes (SLT)</p> <p>The School District, First Nations communities and Ministry of Education will work together to consider how classroom space might be provided to support language and culture programs.</p>	A letter to approach the Facilitation Branch.
8. Plan to meet with First Nations communities at school or in communities to build communication, trust and cooperative work	School District to expand community meetings	
9. Increase the number of First Nations students participating in trades and apprenticeship programs	Track through Career Programs and BCeSIS	

Appendix B

Goal #2: To increase academic success of all First Nations students.

- BCeSIS** – BC Enterprise Student Information System
- CCPVPA** – Cariboo-Chilcotin Principals’ & Vice-Principals’ Association
- CCTA** – Cariboo-Chilcotin Teachers’ Association
- CP** – Career Prep Coordinator
- DPAC** – District Parent Advisory Council
- DS** – District Staff
- FNC** – First Nations Community
- FND** – First Nations Department
- FNEC** – First Nations Education Council
- FNLT** – First Nations Language Teacher
- FNS** – First Nations Staff
- IUOE** – International Union of Operating Engineers
- MED** – Ministry of Education
- PAC** – Parents’ Advisory Council
- SBT** – School-Based Team
- SC** – School Counsellor
- SLT** – Strategic Leadership Team
- SOS** – Superintendent of Schools
- SP** – School Principal
- SPC** – School Planning Council
- SRDP** – Social Responsibility District Principal

Commitments	Strategy & Structure (how and who)	Progress and Results
1. Offering full day Kindergarten in any school with First Nations students	The School District will monitor the progress of all First Nations Kindergarten students. (SLT)	
2. Supporting and working in partnership with First Nations people on pre-school readiness programs and early childhood development	The School District #27, Ministry of Education and First Nations Education Department will monitor class sizes (SOS)	
3. Ensuring English as a Second Dialect program will be provided for First Nations students who qualify	Continue to implement and facilitate the expansion of English as a Second Dialect (SLT)	
4. Having culturally appropriate district assessments for First Nations learners	The School District will monitor First Nations students identified as English as a Second Dialect and Special Education (SLT) (also refers to commitment 5)	
5. Supporting appropriate course selection procedures through the guidance of school counselors with input from First Nations parents and/or designate and the school First Nations support workers	Secondary school staff, First Nations staff, parents and Bands will inform First Nations students of available scholarships and assist them in completing the applications (SP & SOS)	

	First Nations students graduating with School Leaving Certificates will receive career and apprenticeship counseling appropriate to their needs and wants. (SOS) (also refers to commitment 10)	
6. Improve communications with and increase the involvement of parents / guardian, First Nations Band Education staff and District First Nations staff regarding appropriate course selections.	Students course selection verification sheets Satisfaction survey results Parents and Band Education staff survey results Baseline data will be determined in the first year.	
7. Increase the number of First Nations students who will serve as First Nations role models	The School District will continue the process of male/female role models and honor them with a District feast (FND & FNEC)	
8. Increasing First Nations curriculum content in all school subject areas ie. <i>Shared Learning</i>	The District and the Ministry of Education will provide in-service for “ <i>Shared Learning</i> ” (SLT) First Nations will recommend and/or provide First Nations material to the District (FNEC) Increase First Nations curriculum content in all school subject areas	
9. Ensuring First Nations students with learning challenges receive necessary culturally appropriate support	Continue to improve culturally appropriate services to First Nations students with behavioral and learning challenges (also refers to commitment 8) The School District will consider the Circle of Courage Mastery Program	
10. Actively recruiting professional First Nations teachers, counselors and administrators	Provide First Nations role models including First Nations qualified teachers, counselors and administrators (also refers to commitment 8) The District together with the First Nations Department will actively recruit First Nations professional teachers, counselors and administrators for regular duties (SLT) The School District and the First Nations communities will work together through post-secondary education and Weekend University to in-service First Nations professional staff. (SLT, FNEC, FND)	
11. Increase the number of First Nations students participating in trades and apprenticeship programs	First Nations students graduating with School Leaving Certificates will receive career and apprenticeship counseling appropriate to their needs and wants.	

Appendix C

Goal #3: To increase, for all students the respect and understanding of historic, culture, governance and languages of the First Nations in order to create a better sense of school and community belonging.

- BCeSIS – BC Enterprise Student Information System
- CCPVPA – Cariboo-Chilcotin Principals’ & Vice-Principals’ Association
- CCTA – Cariboo-Chilcotin Teachers’ Association
- CP – Career Prep Coordinator
- DPAC – District Parent Advisory Council
- DS – District Staff
- FNC – First Nations Community
- FND – First Nations Department
- FNEC – First Nations Education Council
- FNLT – First Nations Language Teacher
- FNS – First Nations Staff
- IUOE – International Union of Operating Engineers
- MED – Ministry of Education
- PAC – Parents’ Advisory Council
- SBT – School-Based Team
- SC – School Counsellor
- SLT – Strategic Leadership Team
- SOS – Superintendent of Schools
- SP – School Principal
- SPC – School Planning Council
- SRDP – Social Responsibility District Principal

Commitments	Strategy & Structure (how and who)	Progress and Results
<p>1. Providing educators with culturally appropriate and culturally relevant curriculum and resources that reflect and include the history and culture of First Nations people</p>	<p>First Nations staff will promote language and culture programs in the school. (FND & FNEC))</p> <p>Fulfill the language requirement for Grades 5+ (As an alternative to French) (FND & FNC)</p> <p>An internal review team will assess First Nations language and culture programs and recommend ‘best’/‘promising’ practices (FNEC, FND, SOS)</p> <p>School District and First Nations communities will encourage students to enroll in First Nations language courses. (SLT, FND, FNEC)</p> <p>Compile a list of special days of recognition that can be incorporated into the school year. (SLT & FNEC))</p> <p>First Nations communities to support schools to implement culturally appropriate curriculum materials (FNC & FND)</p> <p>The District and/or the Ministry of Education will provide professional development for staff using “<i>Shared Learning</i>” resources and local First Nations resources and new curriculum material with First Nations content such as the new Science material being developed. (FND, SLT, FNC)</p> <p>The School District will track through BCeSIS the number of students participating in locally developed courses</p> <p>Conduct an assessment of student fluency in the first year to determine baseline data (also refers to commitment 2)</p>	

	<p>Schools to offer an increased number of culturally appropriate programs (also refers to commitments 8, 9)</p> <p>Promote culturally appropriate programs for all students and communities through First Nations Band Education Coordinators, school assemblies, parent meetings (also refers to commitments 8, 9)</p> <p>Lobby for the inclusion of locally developed history and culture curriculum in provincial courses (eg. BC First Nations Studies 12) (also refers to commitments 8, 9)</p> <p>Ministry's new Science program (also refers to commitments 8, 9)</p> <p>The district to work in partnership with First Nations to develop curriculum related to local history and culture (also refers to commitments 2, 8, 9)</p> <p>Lobby for the inclusion of First Nations resources in Provincial Curriculum Resource lists (also refers to commitments 2, 9)</p>	
<p>2. Evaluating strategies reflective of different learning styles and learning outcomes</p>	<p>Shared Professional Development days between School District, Ministry of Education and Band School staff. (SLT) (also refers to commitments 4, 8, 9)</p> <p>Provide release time for school teams to meet and discuss First Nations curriculum and programs (also refers to commitments 4, 8, 9)</p> <p>The District and/or the Ministry of Education will provide professional development for staff using “<i>Shared Learning</i>” resources and local First Nations resources and new curriculum material with First Nations content such as the new Science material being developed. (FND, SLT, FNC)</p>	
<p>3. Providing suitable classroom space for First Nations language and culture programs</p>	<p>The School District, First Nations communities and Ministry of Education will work together to consider how classroom space might be provided to support language and culture programs</p> <p>First Nations staff will promote language and culture programs in the school. (FND & FNEC)</p> <p>Fulfill the language requirement for Grades 5+ (As an alternative to French) (FND & FNC)</p> <p>School District and First Nations communities will encourage students to enroll in First Nations language courses. (SLT, FND, FNEC)</p>	

<p>4. Promoting and offering best practices in-service for School District staff and parents with respect to the history and culture of First Nations people</p>	<p>A thorough review of the First Nations language programs will be conducted in the first year of the Enhancement Agreement</p> <p>First Nations staff will promote language and culture programs in the school. (FND & FNEC))</p> <p>An internal review team will assess First Nations language and culture programs and recommend ‘best’/‘promising’ practices (FNEC, FND, SOS)</p> <p>School District and First Nations communities will encourage students to enroll in First Nations language courses. (SLT, FND, FND)</p> <p>Compile a list of special days of recognition that can be incorporated into the school year. (SLT & FNEC)</p> <p>The District and/or the Ministry of Education will provide professional development for staff using “<i>Shared Learning</i>” resources and local First Nations resources and new curriculum material with First Nations content such as the new Science material being developed. (FND, SLT, FNC)</p> <p>The School District will track through BCeSIS the number of students participating in locally developed courses</p>	
<p>5. Seeking First Nations professional teachers for the classroom</p>	<p>Human Resources staff will actively seek First Nations Professional Teachers on an annual basis as per Cariboo-Chilcotin School District #27 Board motion October 27, 2005</p>	
<p>6. Encourage fluent First Nations language speakers to pursue post-secondary education programs</p>	<p>School timetables will reflect culturally diverse course offerings. (SLT) (also refers to commitments 8, 9)</p>	
<p>7. Enhance opportunities for all educators to meet to articulate First Nations curriculum and programs</p>	<p>School District and First Nations communities will encourage students to enroll in First Nations language courses. (SLT, FND, FNEC)</p>	
<p>8. Increase the culturally appropriate content of school curricula</p>	<p>School District and First Nations communities will encourage students to enroll in First Nations language courses. (SLT, FND, FNEC)</p> <p>Compile a list of special days of recognition that can be incorporated into the school year. (SLT & FNEC)</p> <p>The District and/or the Ministry of Education will provide professional development for staff using “<i>Shared Learning</i>” resources and local First Nations resources and new curriculum material with First Nations content such as the new Science material being developed. (FND, SLT, FNC)</p>	

<p>9. Increase the number of First Nations students who will serve as First Nations role models</p>	<p>First Nations staff will promote language and culture programs in the school. (FND & FNEC)) Fulfill the language requirement for Grades 5+ (As an alternative to French) (FND & FNC) An internal review team will assess First Nations language and culture programs and recommend 'best'/'promising' practices (FNEC, FND, SOS) School District and First Nations communities will encourage students to enroll in First Nations language courses. (SLT, FND, FNEC) Compile a list of special days of recognition that can be incorporated into the school year. (SLT & FNEC) The District and/or the Ministry of Education will provide professional development for staff using "<i>Shared Learning</i>" resources and local First Nations resources and new curriculum material with First Nations content such as the new Science material being developed. (FND, SLT, FNC) The School District will track through BCeSIS the number of students participating in locally developed courses</p>	
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